

## Module specification

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Module Code	NHS7E5
Module Title	Complexities in Health
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100281
Cost Code	GANG

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Post Graduate Diploma in Community Specialist Practice (District Nursing)	Core
MSc Community Specialist Practice	Core
Standalone module aligned with MSc Community Specialist Practice for QA purpose	Standalone

### Pre-requisites

All students must be NMC registered nurses (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme.

### Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>30 hrs</b>
Placement / work based learning	15 hrs
Guided independent study	155 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1

## Module aims.

This module will facilitate the justification and defence of sound clinical judgements made in assessment, planning, management, and evaluation, for individuals with a range of complex care needs in District nursing.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically evaluate the techniques used to empower and motivate individuals to make informed choices about their health and person-centred care. (SPQ proficiencies 2.5, 3.1, 3.4, 3.13, 3.14, 3.15, 3.16, 3.17, 4.4, 4.9, 4.10)
2	Systematically justify a differential diagnosis that informs clinical decision making, care planning and management. (SPQ proficiencies 3.9, 3.10, 3.18, 4.11)
3	Critically evaluate, using contemporary research and evidence, the management of care for an individual with complex needs, drawing on a range of appropriate interventions as justified to the individual case. (SPQ proficiencies 3.11, 4.6, 4.7, 4.13, 4.14, 4.15, 4.16)
4	Prioritise appropriate referrals to other professionals to ensure seamless and effective care management. (SPQ proficiencies 4.1, 4.2)

## Assessment

Indicative Assessment Tasks:

*This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.*

**Formative assessment:** Simulated scenario group work which enables the student to practice the skills, autonomy and decision making related to complex care in practice.

**Summative Assessment:** A 4000-word case study of an individual from clinical practice. Students will present the complexities of the individual's health condition, critically analyse the diagnosis, assessment and management plan, taking into account individual needs and abilities, motivation and liaison with their carers and the wider MDT.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Written Assignment	100%



## Derogations

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The student must pass all assessment elements in order to pass the module. No compensation is allowed.

## Additional Requirements

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All students must abide by “The Code” (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

## Learning and Teaching Strategies

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This module will be delivered via a ‘blended learning’ approach. Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, group tasks, key readings, reflective activities or other appropriate learning activity, will be made available on the Virtual Learning Environment on a weekly basis. The Flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. Timetabled ‘live’ seminars/ sessions may be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE, encouraging deep learning by enabling content to be revisited and reflected on at a time suitable for the student.

## Indicative Syllabus Outline

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The module will be delivered through a problem-based approach to commonly encountered District nurse cases, for example, an individual at end of life, or with Type 2 Diabetes, Heart Failure, Lung disease. Within these cases the following aspects will be considered:

- Complex Person-centred care
- Differential diagnosis
- Normal and abnormal findings
- Partnership working with wider MDT, families and carers.
- Interprofessional learning via Spoke Days
- People who use services and carers (PUSC’s)
- Medication management
- Technology and informatics
- Motivation and self-care
- Concordance
- Social prescribing
- Empowerment
- Simulation
- Case studies

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Carrier, J. (2022), *Managing Long Term conditions and chronic Illness in primary care: A guide to good Practice*. 3<sup>rd</sup> ed. Oxford: Routledge.

### Other indicative reading

Waugh A and Grant A. (2022), *Ross & Wilson Anatomy and Physiology in Health and Illness*, 14<sup>th</sup> edn, London, Elsevier.